



Measuring Student Learning for Educator Effectiveness

A guide to the use of student growth data in the evaluation of North Carolina teachers

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Introduction

North Carolina has embarked on an ambitious effort to improve public schools for the more than 1.5 million students in the state. Career-and college-ready standards, high-quality assessments, and advanced technology are all parts of this effort, and each plays an important role.

While all of these factors are important and necessary for our students to meet academic goals, no part of their educational experience matters more than the teacher who facilitates their learning each and every day. Effective teachers are the key to better outcomes for North Carolina's students.

In North Carolina, an effective educator is one who meets the expectations on our Educator Evaluation System. Trained administrators determine to what extent teachers demonstrate leadership, meet the needs of diverse students, master their content, facilitate learning, and reflect on their craft. Our evaluation system is built to support and enhance the overall outcome of strong teaching: student learning.

The Educator Evaluation System is built around six standards for teachers. The sixth standard of the System focuses on the impact that teachers have on student growth. This document provides a guide for the use of student growth data in evaluation of North Carolina's teachers.

The first section of this guide summarizes recent changes to the North Carolina Education Evaluation System, including the addition of a new evaluation standard in which growth data inform a teacher's rating. The second section of the guide details the various ways in which growth will be calculated. The remaining sections outline which assessment data will be used to measure student progress, how student growth will be calculated using the assessment results, and which data will be included in individual teacher growth values. The guide also outlines local flexibility for measuring student growth as part of the educator effectiveness model.

The evaluation of teachers is a challenging task. So is the use of assessment data and mathematical formulas to measure the impact that a teacher has on the learning of his or her students. North Carolina continues to move forward in this area cautiously; no teacher will receive an effectiveness status until there are three years of growth data attributable to that individual. The State has developed the system in collaboration with educators and other stakeholders.

As we continue to develop and refine the NC Educator Evaluation System, we must all remember that our efforts are necessary to realize the goal of an effective teacher for every student. North Carolina's teachers deserve an evaluation system that provides fair and accurate feedback on their

performance and provides guidance for continuous improvement. Our students deserve excellent teachers and quality instruction.

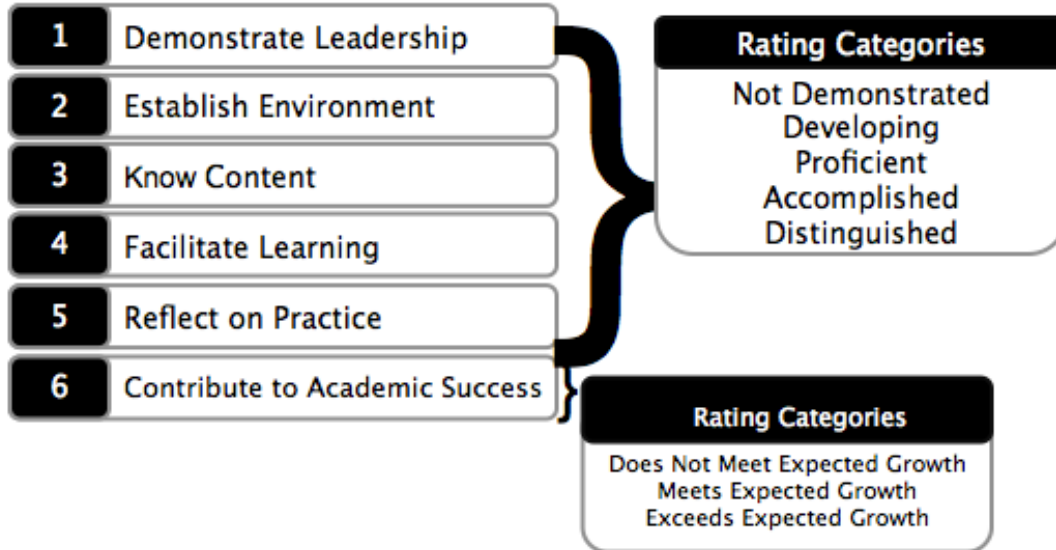
The North Carolina Educator Evaluation System for Teachers

The North Carolina Educator Evaluation System is a tool used for the evaluation of teachers in the state, as well as to target professional growth for educators. While the expectation is that all teachers will meet basic levels of proficiency, the System also identifies those teachers who excel in the classroom and school community.

The Educator Evaluation System is a multi-step process in which educators:

- Self-assess their own performance against the standards;
- Outline areas for professional growth and design plans for learning;
- Receive constructive feedback from administrators, peers, and mentors who complete observations; and
- Engage in critical conversations with evaluators throughout the process and when final ratings have been assigned.

The standards in the North Carolina Educator Evaluation System reflect the complexity of education in the 21st century by emphasizing the important roles of leadership, teamwork and collaboration, higher order thinking, authentic assessment, and technology-infused learning.



Using evidence from observations and other data, school administrators determine the ratings on the first five standards. The State Board of Education added the sixth standard to the North Carolina Educator Evaluation System in 2011. Student growth data, aggregated at the teacher-level, determine the rating on the sixth standard.

Calculating Growth and Determining the Sixth Standard Rating

There are a variety of ways to use data to determine the amount of growth that students have made over the course of a grade or subject. For the purposes of educator effectiveness, three methods will be used to determine a teacher's individual growth value, which is the effect of the teacher on the learning of his or her students. If a teacher's sixth standard rating cannot be determined using one of the three methods described below, a school district will need to determine how they will measure student growth for that teacher, taking care to be as consistent as possible with similar teachers across the school district (as outlined in the last measure below).

1

Analysis of Student Work

Used with: courses and grades/subjects that do not have an End-of-Grade assessment, End-of-Course assessment, NC Final Exam, or Career and Technical Education Assessment and/or courses and grades/subjects that meet ASW guidelines.

Description:

Teachers identify standards and collect evidence of learning. At the end of the course or school year, reviewers examine evidence and determine if students have made growth.

State Support to Districts and Charter Schools:

The NCDPI will provide guidance around selecting student evidence that reflects the current teaching assignment and analyzing the data to determine if the students have made expected growth in relationship to the identified standards.

2

Pre-Post Test Growth Model

Used with: courses and grades where statewide assessments are in place, but the Education Value-Added Assessment System cannot be used.¹

Description:

Teachers administer a pre-assessment to students at the beginning of the course or grade. At the end of the year or semester, students take a post-assessment. The scores from these two assessments are then analyzed to produce a growth score for the teacher.

State Support to Districts and Charter Schools:

The NCDPI will provide pre- and post-assessments, collect pre- and post-assessment scores, and calculate growth scores for teachers.

¹ Examples include the early grades, where there is not enough prior student assessment data to make a prediction of the student's future performance, and courses for which a prediction formula cannot be determined, such as Welding Technology.

3

EVAAS Growth Model

Used with: courses and grades where there are statewide assessments and a prediction model has been determined.

Description:

The EVAAS model predicts a student's score on an assessment given the student's past assessment data and the expectation that all students should make at least the average amount of growth in that grade or subject. The teacher's growth score is determined by comparing the amount of growth made by his or her students to the average amount of growth made in that grade or subject. A teacher must be connected to a minimum number of students to receive a growth score.¹

State Support to Districts and Charter Schools:

The NCDPI will provide assessments, collect scores, and calculate growth scores for teachers.

¹For more information, please visit

<http://www.ncpublicschools.org/effectiveness-model/evaas/>

4

Specialized Areas

Used with: district-level electives, courses and grades/subjects that do not have an End-of-Grade assessment, End-of-Course assessment, NC Final Exam, or Career and Technical Education Assessment, courses and grades/subjects that do not meet ASW guidelines, and most Academically or Intellectually Gifted (AIG) and Exceptional Children (EC) teachers, with the exception of teachers of the Occupational Course of Study

Description:

The district determines local ways of measuring student growth, taking into consideration the variety of program configurations for areas such as the Arts or English as a Second Language.

State Support to Districts and Charter Schools:

The NCDPI will provide guidance and best practices around locally-determined measures.

L

Local Flexibility

Districts and charter schools have options to measure student growth in ways other than the NC Final Exams and the Middle School Career and Technical Education Assessments.

Description:

In 2013–14 and 2014–15, districts and charter schools may elect to use school-wide growth data to determine Standard 6 ratings for specific groups of educators. In 2014–15, districts and charter schools may use their own locally-designed assessments and methods for measuring student growth to determine Standard 6 ratings for specific groups of educators.

State Support to Districts and Charter Schools:

The Department of Public Instruction will provide templates for districts and charter schools to submit requests to use school-wide data or their own locally-designed assessments and methods for measuring student growth. The State Board of Education must approval all requests.

Please note that this local flexibility is described in greater detail below.

For the 2011–12 school year, the State Board of Education approved the use of two measures of student growth to determine the sixth standard rating. For a teacher who had state assessment data¹, 70 percent of the sixth standard rating was based on the teacher’s individual growth value and 30 percent was based on the school-wide growth value. As an interim measure, for a teacher who did not have state assessment data, 100 percent of the sixth standard rating was based on the school-wide growth value. The sixth standard rating from 2011–12 did not count toward any educator’s three-year average of student growth data.

In 2012–13, the State Board of Education determined that a teacher’s sixth standard rating would be based 100 percent on a teacher’s individual growth value. For a teacher without an individual student growth value, 100 percent of the sixth standard will be based on the school-wide growth value. The school-wide growth value serves as an interim measure until the Department of Public Instruction has completed the development of measures of student learning for all grades/subjects and courses without state assessments. Teachers whose student growth value is based on data for the entire school will not have that data count toward a three-year rolling average for determination of effectiveness status.

¹ In the 2011 – 2012 school year, teachers with state assessment data included those who administered End-of-Grade or End-of-Course assessments, or selected Career and Technical Education post-assessments.

Options for Local Flexibility

In October 2013, the State Board of Education approved two options for local flexibility with the use of student growth data in the sixth standard rating.

Beginning with the 2013–14 school year, a school district or charter school may elect to use school-wide growth data to determine sixth standard ratings for teachers who would otherwise administer the NC Final Exams or the Middle School Career and Technical Education State Assessments.

There are several important requirements for this additional flexibility:

- Districts are not exempt from the administration of the End-of-Grade assessments, End-of-Course assessments, Career and Technical Education High School Assessments, the Beginning-of-Grade English Language Arts assessment for Grade Three or the K–2 process that measures students' reading skill development. Teachers in grades/subjects or courses with these assessments will receive a sixth standard rating based on growth of students as measured with these tools.
- When a district requests the use of school-wide growth data to determine the Standard Six ratings for a specific group of educators, the request, if approved, must apply to all teachers in that group. For example, if a district elects to use school-wide growth data to determine the sixth standard rating for high school Chemistry teachers, the decision must apply to all high school Chemistry teachers in the entire district. There will be with no exceptions for schools that would like to use individual teacher-level growth data.
- When districts submit a request to use school-wide data to determine Standard 6 ratings, they are also agreeing that the teachers will receive statuses (and any subsequent consequences) based on the school-wide data.
- The Analysis of Student Work process for measuring growth in performance-based subjects and courses is under development and will be piloted again this spring. Because the process is not being implemented in 2013–14, the Department of Public Instruction is not yet accepting requests to use school-wide growth data rather than individual teacher-level growth data from the Analysis of Student Work process. The Department understands that districts and charter schools will want

to know more about the final process before making decisions about a request for flexibility.

To request this flexibility, districts and charter schools must complete the request form made available to superintendents and submit it to the Department of Public Instruction. The Department will then present submitted requests to the State Board of Education for final approval.

Beginning with the 2014–15 school year, a school district or charter school may elect to use local assessments and methods for measuring growth to determine sixth standard ratings for teachers who would otherwise administer the NC Final Exams or the Middle School Career and Technical Education State Assessments or participate in the Analysis of Student Work. Please note, as mentioned above, that districts and charter schools must administer the End-of-Grade assessments, End-of-Course assessments, the Beginning-of-Grade English Language Arts assessment for Grade Three, the K–2 process that measures students’ reading skill development, and Career and Technical Education High School Assessments.

The Department of Public Instruction will provide districts and charter schools with a template to use in submitting information on their local assessments and processes to the State Board of Education for approval. Required information will include:

- Purpose of the assessment
- Rationale for its use
- Design development process for assessment, including creation of assessment specifications, item development, item review, and, if field-testing is done, using the results of the field test to revise the assessment
- Assessment’s alignment to content standards
- Assessment’s rigor (as analyzed with Webb’s Depth of Knowledge or Revised Bloom’s Taxonomy)
- Assessment’s content standards coverage (in a blueprint)
- Plan for administration of assessment, including provision of materials, delivery mode (paper/pencil or online) and assessment security
- Scoring plan for all item types
- Quality assurance plan for ensuring the results of the assessment are fair, valid, and comparable

- Sustainability plan for maintaining the assessment, including development of new items and funding source used to sustain development and administration; and;
- Process for using assessment to measure student growth and not simply achievement at one point in time

Overall Summary of Growth Data for Teachers with State Assessments and Processes for Measuring Growth

Educators in North Carolina teach students in a diverse set of arrangements. Many teach courses and grades for which all three methods of determining student growth are applicable. Each of the following sections will include subject-specific information on which assessments must be administered by a teacher, which methods for measuring growth will be used with assessment results, and how the teacher's individual growth value will be determined.

In summary, for English Language Arts, Mathematics, Science, and Social Studies teachers:

Grades Taught	Determination of Growth Value
K – 3	Method 2 (Pre-and Post-Test Growth Model) For grades K – 2, the mCLASS: Reading 3D program's Text Reading Comprehension component will provide pre- and post-measures of reading comprehension. For grade 3, the Beginning-of-Grade reading assessment and End-of-Grade reading assessment will provide student growth data.
4 – 8	Method 3 (EVAAS Growth Model) Data from state End-of-Grade assessments and NC Final Exams will be combined to generate the teacher's growth value. The NC Final Exams in Science for fourth, sixth, and seventh grades and Social Studies for fourth, fifth, sixth, seventh, and eighth grades do not have to be administered if a teacher has End-of-Grade assessment data in reading and/or mathematics.
9 – 12	Method 3 (EVAAS Growth Model) Data from state End-of-Course assessments and NC Final Exams will be combined to generate the teacher's growth value. The NC Final Exams must be administered, even if the teacher does administer an End-of-Course assessment to some of his or her students.

Additional sections provide more information for educators who teach:

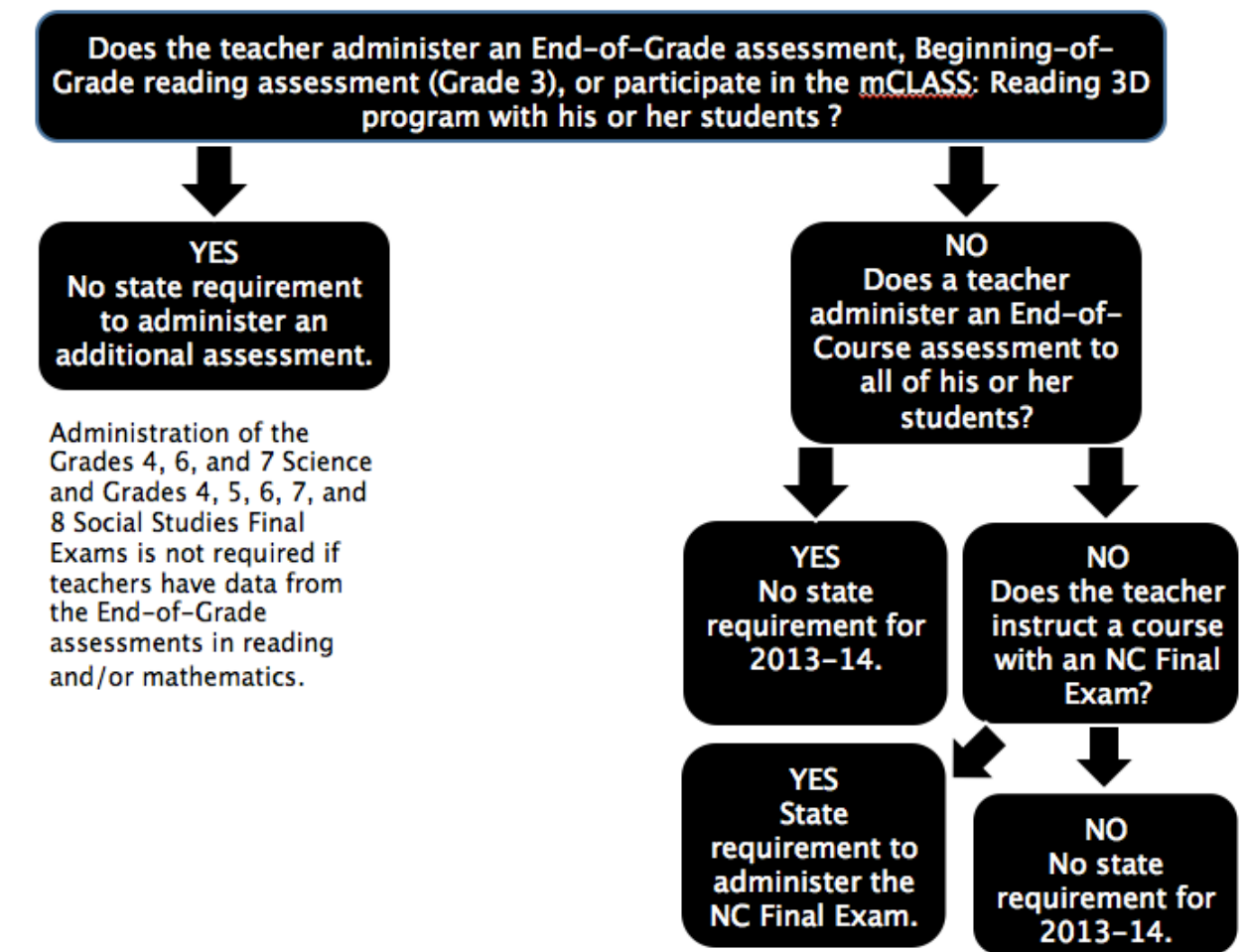
- Arts Education
- Career and Technical Education
- Extended Content Standards
- Healthful Living
- Occupational Course of Study
- World Languages
- Academically or Intellectually Gifted students
- Advanced Programs
- Exceptional Children
- English Language Learners
- Alternative Learning Environments

Selection of Appropriate Growth Measures

Teachers must administer at least one assessment (End-of-Grade, End-of-Course, Career and Technical Education Post-Assessment, or NC Final Exam) to each of their students, participate in the mCLASS: Reading 3D program, compile a representative sampling of student evidence through the Analysis of Student Work process or utilize a local method.

Core Principle: Teacher growth values will be calculated based on the students a teacher teaches and, when multiple assessments are required, on all data generated through the assessments or processes used.

The following decision tree explains how districts determine which assessments must be administered in the 2013–14 school year.



Growth Data for English Language Arts Teachers

North Carolina uses the Common Core State Standards for English Language Arts/Reading in grades K–12.

Grades:	K – 2
Assessment Data:	State mCLASS: Reading 3D program in place for 2013–14 used to collect TRC measures at beginning of year and end of year
Calculating Growth:	Method 2 (Pre–Post Test Model)

Grade:	3
Assessment Data:	Beginning–of–Grade 3 English Language Arts/Reading Assessment and End–of–Grade Assessments
Calculating Growth:	Method 2 (Pre–Post Test Model)

Grades/Courses:	4 –8 and English II
Assessment Data:	English Language Arts/Reading End–of–Grade and End–of–Course Assessments
Calculating Growth:	Method 3 (EVAAS Growth Model)

Courses:	English I, English III, and English IV
Assessment Data:	English Language Arts/Reading NC Final Exams
Calculating Growth:	Method 3 (EVAAS Growth Model)

Courses:	Advanced Placement and International Baccalaureate English Courses
Assessment Data:	Pilot program in place for 2013–14 Implementation planned for 2014–15
Calculating Growth:	Method 1 (Analysis of Student Work)
	<i>The Department of Public Instruction is piloting the Analysis of Student Work process with volunteer</i>

*Advanced Placement and International Baccalaureate
English teachers in the spring of the 2013–14 school
year.*

Which assessments must be administered?

Any grade K–2 teacher responsible for English Language Arts/Reading instruction for a group of students will assess them with the state running record program to measure growth in their reading and comprehension level.

Any grade 3–8 teacher responsible for English Language Arts/Reading instruction for a group of students will administer the appropriate End-of-Grade assessment. Additionally, grade 3 teachers will administer the Beginning-of-Grade 3 English Languages Arts/Reading assessment. Any English II teacher will administer the English II End-of-Course assessment.

Any English I, English III, or English IV teacher will administer the appropriate NC Final Exam.

Starting in 2014–15, the Department of Public Instruction will provide guidance on using the Analysis of Student Work process to gather and analyze evidence of student learning from Advanced Placement and International Baccalaureate English teachers.

How will a teacher's individual growth value be calculated?

Growth values for teachers who teach multiple English Language Arts/Reading grades or courses will aggregate all student data. For example, a high school English Language Arts teacher may teach three courses of English II during first semester and three courses of English IV during second semester. The growth value will represent data from all six groups of students.

Growth values for teachers who teach multiple subjects will also be aggregated. For example, a self-contained fourth grade teacher will administer both the Mathematics and English Language Arts/Reading End-of-Grade assessments. The growth value will represent data from both courses.

Advanced Placement and International Baccalaureate content experts will analyze teacher submissions of student work in order to determine the teacher's sixth standard rating. The submissions must show evidence of growth in relation to identified standards. The teacher will not receive a

numerical growth value; rather, they will receive one of the three options for the sixth standard rating: “Does Not Meet Expected Growth,” “Meets Expected Growth,” or “Exceeds Expected Growth.”

Growth Data for Mathematics Teachers

North Carolina uses the Common Core State Standards for Mathematics in grades K–12.

Grades:	K – 2
Assessment Data:	There are no current plans for assessment of mathematics standards in grades K–2
Calculating Growth:	NA

Grade:	3
Assessment Data:	Mathematics End-of-Grade Assessment administered, but data not used to generate value-added score for mathematics
Calculating Growth:	NA

Grades/Courses:	4 – 8 and Math I
Assessment Data:	Mathematics End-of-Grade/End-of-Course Assessments
Calculating Growth:	Method 3 (EVAAS Growth Model)

Grades/Courses:	Common Core Geometry, Common Core Algebra II, Common Core Integrated Math II, Common Core Integrated Math III, Math II, Math III, Advanced Functions and Modeling, Pre-calculus, and Discrete Math
Assessment Data:	Mathematics NC Final Exams
Calculating Growth:	Method 3 (EVAAS Growth Model)

Courses:	Advanced Placement and International Baccalaureate Mathematics Courses
Assessment Data:	Pilot program in place for 2013–14 Implementation planned for 2014–15
Calculating Growth:	Method 1 (Analysis of Student Work)

The Department of Public Instruction is piloting the Analysis of Student Work process with volunteer Advanced Placement and International Baccalaureate Mathematics teachers in the spring of the 2013–14 school year.

Which assessments must be administered?

Any grade 3–8 teacher responsible for Mathematics instruction for a group of students will administer the appropriate End-of-Grade assessment. Any Math I teacher will administer the appropriate End-of-Course assessment.

Any teacher of Common Core Geometry, Common Core Algebra II, Common Core Integrated Math III, Math II, Math III, Advanced Functions and Modeling, Pre-calculus, and Discrete Math will administer the appropriate NC Final Exam.

Starting in 2014–15, the Department of Public Instruction will provide guidance on using the Analysis of Student Work process to gather and analyze evidence of student learning from Advanced Placement and International Baccalaureate Mathematics teachers.

How will a teacher's individual growth value be calculated?

Growth values for teachers who teach multiple Mathematics grades or courses will aggregate all student data. For example, a middle school mathematics teacher may teach three classes of seventh grade mathematics and five classes of eighth grade mathematics. The growth value will represent data from all eight groups of students.

Growth values for teachers who teach multiple subjects will also be aggregated. For example, a self-contained grade 4 teacher will administer both the Mathematics and English Language Arts/Reading End-of-Grade assessments. The growth value will represent data from both subjects.

Advanced Placement and International Baccalaureate content experts will analyze teacher submissions of student work in order to determine the teacher's sixth standard rating. The submissions must show evidence of growth in relation to identified standards. The teacher will not receive a numerical growth value; rather, they will receive one of the three options for the sixth standard rating: "Does Not Meet Expected Growth," "Meets Expected Growth," or "Exceeds Expected Growth."

Growth Data for Social Studies Teachers

North Carolina uses the Social Studies Essential Standards in grades K – 12.

Grades:	K – 3
Assessment Data:	There are no current plans for assessment of social studies standards in grades K–3
Calculating Growth:	NA

Grades/Courses:	4 –8, World History, Civics and Economics, American History I, American History II, and United States History (taught with 2003 standards)
Assessment Data:	Social Studies NC Final Exams
Calculating Growth:	Method 3 (EVAAS Growth Model)

Courses:	Advanced Placement and International Baccalaureate Social Studies Courses
Assessment Data:	Pilot program in place for 2013–14 Implementation planned for 2014–15
Calculating Growth:	Method 1 (Analysis of Student Work) <i>The Department of Public Instruction is piloting the Analysis of Student Work process with volunteer Advanced Placement and International Baccalaureate Social Studies teachers in the spring of the 2013–14 school year.</i>

Which assessments must be administered?

Any grade 4–8 teacher who is only responsible for Social Studies instruction for students will administer the appropriate NC Final Exam. If a grade 4 – 8 teacher is responsible for English Language Arts and/or Mathematics instruction, the teacher is not required to administer the Social Studies NC Final Exam. School districts and charter schools may administer the NC Final Exam in Social Studies in grades 4 – 8 if they choose to do so.

Any grade 6 – 8 teacher responsible only for Social Studies instruction will administer the appropriate NC Final Exam. Any World History, Civics and Economics, American History I, American History II, or United States History (taught with 2003 standards) teacher will administer the appropriate NC Final Exam.

Starting in 2014–15, the Department of Public Instruction will provide guidance on using the Analysis of Student Work process to gather and analyze evidence of student learning from Advanced Placement and International Baccalaureate Social Studies teachers.

How will a teacher's individual growth value be calculated?

The individual growth value for any grade 4 teacher who is responsible for instruction for English Language Arts and/or Mathematics will be based on student growth in those subject areas and any subject areas in which the district has elected to administer a NC Final Exam. The individual growth value for any grade 5 teacher who is responsible for instruction for English Language Arts, Science, and/or Mathematics will be based on student growth in those subject areas, as well as Social Studies if the district has elected to administer the NC Final Exam.

Growth values for teachers who teach multiple Social Studies grades or courses will aggregate all student data. For example, a high school Social Studies teacher may teach three courses of World History during first semester, and three courses of Civics and Economics during second semester. The growth value will represent data from all six groups of students.

Advanced Placement and International Baccalaureate content experts will analyze teacher submissions of student work in order to determine the teacher's sixth standard rating. The submissions must show evidence of growth in relation to identified standards. The teacher will not receive a numerical growth value; rather, they will receive one of the three options for the sixth standard rating: "Does Not Meet Expected Growth," "Meets Expected Growth," or "Exceeds Expected Growth."

Growth Data for Science Teachers

North Carolina uses the Science Essential Standards in grades K – 12.

Grades:	K – 3
Assessment Data:	There are no current plans for assessment of science standards in grades K–3
Calculating Growth:	NA

Grades/Courses:	5, 8, and Biology
Assessment Data:	Science End-of-Grade/End-of-Course Assessments
Calculating Growth:	Method 3 (EVAAS Growth Model)

Grades/Courses:	4, 6, 7, Earth/Environmental Science, Physical Science, Chemistry, and Physics
Assessment Data:	Science NC Final Exams
Calculating Growth:	Method 3 (EVAAS Growth Model)

Courses:	Advanced Placement and International Baccalaureate Science Courses
Assessment Data:	Pilot program in place for 2013–14 Implementation planned for 2014–15
Calculating Growth:	Method 1 (Analysis of Student Work) <i>The Department of Public Instruction is piloting the Analysis of Student Work process with volunteer Advanced Placement and International Baccalaureate Science teachers in the spring of the 2013–14 school year.</i>

Which assessments must be administered?

Any grade 4, 6, or 7 teacher who is only responsible for Science instruction for students will administer the appropriate Science NC Final Exam. If a grade 4, 6,

or 7 teacher is responsible for English Language Arts and/or Mathematics instruction, the teacher is not required to administer the Science NC Final Exam. School districts and charter schools may administer the fourth, sixth, or seventh grade NC Final Exam if they choose to do so.

Any grade 5 or 8 teacher responsible for Science instruction for students will administer the appropriate End-of-Grade assessment. Any Biology teacher will administer the appropriate End-of-Course assessment.

Any grade 6 – 7 teacher responsible only for Science instruction will administer the appropriate NC Final Exam. Any Earth/Environmental Science, Physical Science, Chemistry, or Physics teacher will administer the appropriate NC Final Exam.

Starting in 2014–15, the Department of Public Instruction will provide guidance on using the Analysis of Student Work process to gather and analyze evidence of student learning from Advanced Placement and International Baccalaureate Science teachers.

How will a teacher's individual growth value be calculated?

The individual growth value for any grade 4 teacher who is responsible for instruction for English Language Arts and/or Mathematics will be based on student growth in those subject areas and any subject areas in which the district has elected to administer a NC Final Exam. The individual growth value for any grade 5 teacher who is responsible for instruction for English Language Arts/Reading, Science, and/or Mathematics will be based on student growth in those subject areas, as well as Social Studies if the district has elected to administer the NC Final Exam.

Growth values for teachers who teach multiple Science grades or courses will aggregate all student data. For example, a high school Science teacher may teach three courses of Biology during first semester, and three courses of Chemistry during second semester. The growth value will represent data from all six groups of students.

Growth values for teachers who teach multiple subjects will also be aggregated. For example, a self-contained grade 5 teacher will administer the English Language Arts, Mathematics, and Science End-of-Grade assessments. The growth value will represent data from all three subjects.

Advanced Placement and International Baccalaureate content experts will analyze teacher submissions of student work in order to determine the teacher's sixth standard rating. The submissions must show evidence of growth in relation to identified standards. The teacher will not receive a numerical growth value; rather, they will receive one of the three options for the sixth standard rating: "Does Not Meet Expected Growth," "Meets Expected Growth," or "Exceeds Expected Growth."

Growth Data for Occupational Course of Study Teachers

North Carolina uses the Occupational Course of Study Essential Standards in grades 9 – 12.

OCS Courses:	English Language Arts I, English Language Arts III, English Language Arts IV, Applied Science, Financial Management, and Introductory Math
Assessment Data:	Pilot program in place for 2013–14 Implementation planned for 2014–15
Calculating Growth:	<i>The Department of Public Instruction is piloting the Analysis of Student Work process with volunteer teachers of the Occupational Course of Study in the spring of the 2013–14 school year</i>

Which assessments must be administered?

Starting in 2014 – 2015, the Department of Public Instruction will provide guidance on using the Analysis of Student Work process to gather and analyze evidence of student learning.

How will a teacher's individual growth value be calculated?

Occupational Course of Study content experts will analyze teacher submissions of student work in order to determine the teacher's sixth standard rating. The submissions must show evidence of growth in relation to identified Clarifying Objectives in the Essential Standards. The teacher will not receive a numerical growth value; rather, they will receive one of the three options for the sixth standard rating: "Does Not Meet Expected Growth," "Meets Expected Growth," or "Exceeds Expected Growth."

Some teachers who teach courses in the Occupational Course of Study also teach courses that have statewide assessments. If an OCS teacher has growth data from statewide assessments, the Analysis of Student Work process is optional.

Growth Data for Career and Technical Education Teachers

North Carolina uses State-developed standards, as well as national industry standards, for Career and Technical Education in grades 6 – 12.

Courses:	Accounting I (RBT), Agricultural Mechanics II, Agriscience Applications, Allied Health Sciences I, Allied Health Sciences II, Animal Science I, Animal Science II, Apparel I, Apparel II – Enterprise, Biomedical Technology, Business Law, Cabinetmaking I, Career Management, Computer Engineering Technology I, Computer Engineering Technology II, Digital Media, Drafting I, Drafting II – Engineering, Early Childhood Education I (two credit course) (RBT), Early Childhood Education II (two credit course) (RBT), Fashion Merchandising, Foods I (RBT), Health Team Relations, Horticulture I, Horticulture II, Hospitality and Tourism, Interior Design I, Marketing Management, Marketing, Medical Sciences, Microsoft Excel and Access, Microsoft Word, PowerPoint, and Publisher, Multimedia and Webpage Design, Parenting and Child Development (RBT), Personal Finance (RBT), Physical Science/Principles of Technology I, Principles of Business and Finance (RBT), Printing Graphics I, Printing Graphics II, Scientific and Technical Visualization I, Scientific and Technical Visualization II, Sports and Entertainment Marketing II, and Teen Living
Assessment Data:	Career and Technical Education Post-Assessments or other assessments delivered through Elements
Calculating Growth:	Method 3 (EVAAS Growth Model)

Courses:	Accounting II (RBT), Advanced Digital Media, Agricultural Mechanics I, Agricultural Mechanics II – Small Engines, Agricultural Production I, Agricultural Production II, Animal Science II – Small Animal, AOF Applied Finance, AOF Business Economics, AOF Business in a Global Economy, AOF Entrepreneurship, AOF Ethics in Business, AOF Financial Planning, AOF Financial Services, AOF Insurance, AOF Managerial Accounting, AOF Principles of Accounting, AOF Principles of Finance, AOHT Delivering
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Great Customer Service, AOHT Geography for Tourism (NOT eligible for technical credit), AOHT Hospitality Marketing, AOHT Principles of Hospitality and Tourism, AOHT Sports, Entertainment, and Event Planning, AOIT Computer Networking, AOIT Computer Systems, AOIT Digital Video Production, AOIT Introduction to Programming, AOIT Principles of Information Technology, AOIT Web Design, Biotechnology and Agriscience Research I, Biotechnology and Agriscience Research II, Cabinetmaking II, Computer Skills and Applications (Middle Grades), Culinary Arts and Hospitality II (two credit course), Drafting II – Architectural, Drafting III – Architectural, Drafting III – Engineering, e-Commerce I, e-Commerce II, Environmental and Natural Resources I, Environmental and Natural Resources II, Equine Science I, Equine Science II, Exploring Agriculture Science (Middle Grades), Exploring Biotechnology in Agriculture (Middle Grades), Exploring Biotechnology in Health Science (Exploring Biotechnology until 2013–14) (Middle Grades), Exploring Career Decisions (RBT) (Middle Grades), Exploring Life Skills (Middle Grades), Fire Fighter Technology I, Fire Fighter Technology II, Fire Fighter Technology III, Foods II Technology (RBT), Health Science II (RBT), Horticulture II – Landscaping (RBT), Horticulture II – Turfgrass Management, Medical Sciences II, Metals Manufacturing I, Metals Manufacturing II (two credit course), Network Engineering Technology I, Network Engineering Technology II, Network Engineering Technology III, Nursing Fundamentals (two credit course), Physical Science/Principles of Technology II, PLTW Aerospace Engineering, PLTW Biomedical Innovations, PLTW Biotechnical, PLTW Civil Engineering & Architecture, PLTW Computer Integrated Manufacturing, PLTW Digital Electronics, PLTW Engineering Design & Development, PLTW Gateway to Technology (Middle Grades), PLTW Human Body Systems, PLTW Introduction to Engineering Design, PLTW Medical Interventions, PLTW Principles of Biomedical Sciences, PLTW Principles of Engineering, Principles of Technology II, Prostart I, Prostart II, SAS Programming I, SAS Programming II, Strategic Marketing (RBT), Welding Technology I, Welding Technology II, and Welding Technology III

Assessment Data:	Pre- and Post-Assessments (delivered through Elements for high school courses and directly to districts or charter schools for middle school courses)
Calculating Growth:	Method 2 (Pre-Post Test Growth Model)

Which assessments must be administered?

Any Career and Technical Education teacher of courses in the first table must administer the appropriate summative assessment (or credential) at the end of the course. Any Career and Technical Education teacher of courses in the second table must administer the appropriate pre- and post-assessments.

Districts should administer the appropriate summative assessment or credential to those students graduating early prior to graduation.

If district policy allows a student to be exempt from the post-assessment because they have earned a credential, that student will simply not be included in the generation of a value-added score for the teacher. Maintaining district policy around credentialing will not unfairly penalize or help certain teachers.

The Pre-and Post-Assessments for Middle Grades Career and Technical Education courses will be divided into units or modules. Teachers should administer the pre- and post-assessments that align with the units or modules they will teach.

How will a teacher's individual growth value be calculated?

Growth values for teachers who teach multiple courses listed in the first table will aggregate all student data. For example, a high school teacher may teach Animal Science I and Animal Science II. The growth value will represent data from both courses.

Growth values for teachers who teach multiple courses listed in the second table will aggregate all student data. For example, a high school teacher may teach Agricultural Production I and Agricultural Production II. The growth value will represent data from both courses.

After students have completed testing for the 2012 – 2013 school year, the Department of Public Instruction will conduct statistical analyses to identify an appropriate method for determining growth values for teachers who teach

courses listed in both the first and second tables. This guide will be updated with the final decision.

Growth Data for Extended Content Standards Teachers

North Carolina uses the Extended Content Standards in grades K – 12.

Grades/Courses:	All
Assessment Data:	EXTEND 1 assessment administered in 2012–13 and 2013–14, but data not used for educator effectiveness North Carolina may participate in the Dynamic Learning Maps Assessment Consortium in 2014–15, which is anticipated to have a growth component
Calculating Growth:	Unknown pending assessment development

Which assessments must be administered?

Any Extended Content Standards teacher must administer the EXTEND 1 assessment as required. However, the EXTEND 1 assessment is not designed to measure student growth.

Beginning in 2014–15, North Carolina may transition to the Dynamic Learning Maps Assessment Consortium, which may provide teachers with instructionally embedded assessments, as well as a required summative assessment at the end of the school year.

How will a teacher's individual growth value be calculated?

Results from those instructionally embedded assessments administered throughout the school may be able to serve as the measure of growth.

Growth Data for Healthful Living Teachers

North Carolina uses the Healthful Living Essential Standards for Health Education and Physical Education in grades K – 12.

Grades:	All
Assessment Data:	Pilot program in place for 2013–14
Calculating Growth:	Method 1 (Analysis of Student Work) <i>The Department of Public Instruction piloted the Analysis of Student Work process with volunteer Healthful Living teachers in Spring 2013 and is launching a more extensive pilot in the spring of the 2013–14 school year.</i> Method 4 (Specialized Areas) <i>If desired, districts will use locally determined measures for teachers who do not meet requirements for participation in the Analysis of Student Work process. *</i>

*Teachers who do not meet with students for at least 180 minutes a week in a semester course or 90 minutes a week in a year-long course may participate in Analysis of Student Work, but are not required to do so. The school district may decide to have teachers who do not meet with students for the minimum instructional time participate in the process. If the teacher does not participate in Analysis of Student Work, the district must determine a way to calculate student growth for the sixth standard rating.

Which assessments must be administered?

Starting in 2014 – 2015, the Department of Public Instruction will provide guidance on appropriate methods to gather and analyze evidence of student learning.

How will a teacher's individual growth value be calculated?

Healthful Living content experts will analyze teacher submissions of student work in order to determine the teacher's sixth standard rating. The submissions must show evidence of growth in relation to identified Clarifying Objectives in the Essential Standards. The teacher will not receive a numerical growth value; rather, they will receive one of the three options for the sixth standard rating: "Does Not Meet Expected Growth," "Meets Expected Growth," or "Exceeds Expected Growth."

Some teachers who teach Healthful Living also teach courses or grades/subjects that have statewide assessments. If a Healthful Living teacher has growth data from statewide assessments, the Analysis of Student Work process is optional.

Growth Data for World Languages Teachers

North Carolina uses the World Languages Essential Standards for World Languages in grades K – 12.

Grades:	All
Assessment Data:	Pilot program in place for 2013–14
Calculating Growth:	Method 1 (Analysis of Student Work) <i>The Department of Public Instruction piloted the Analysis of Student Work process with volunteer World Languages teachers in Spring 2013 and is launching a more extensive pilot in the spring of the 2013–14 school year.</i> Method 4 (Specialized Areas) <i>If desired, districts will use locally determined measures for teachers who do not meet requirements for participation in the Analysis of Student Work process. *</i>

*Teachers who do not meet with students for at least 180 minutes a week in a semester course or 90 minutes a week in a year-long course may participate in Analysis of Student Work, but are not required to do so. The school district may decide to have teachers who do not meet with students for the minimum instructional time participate in the process. If the teacher does not participate in Analysis of Student Work, the district must determine a way to calculate student growth for the sixth standard rating.

Which assessments must be administered?

Starting in 2014–15, the Department of Public Instruction will provide guidance on appropriate methods to gather and analyze evidence of student learning.

How will a teacher's individual growth value be calculated?

World Languages content experts will analyze teacher submissions of student work in order to determine the teacher's sixth standard rating. The submissions must show evidence of growth in relation to identified Clarifying Objectives in the Essential Standards. The teacher will not receive a numerical growth value; rather, they will receive one of the three options for the sixth standard rating: "Does Not Meet Expected Growth," "Meets Expected Growth," or "Exceeds Expected Growth."

Some teachers who teach World Languages also teach courses or grades/subjects that have statewide assessments. If a World Languages teacher

has growth data from statewide assessments, the Analysis of Student Work process is optional.

Growth Data for Arts Education Teachers

North Carolina uses the Arts Education Essential Standards in grades K – 12.

Grades:	All
Assessment Data:	Pilot program in place for 2013–14
Calculating Growth:	Method 1 (Analysis of Student Work) <i>The Department of Public Instruction piloted the Analysis of Student Work process with volunteer Arts teachers in Spring 2013 and is launching a more extensive pilot in the spring of the 2013–14 school year.</i> Method 4 (Specialized Areas) <i>If desired, districts will use locally determined measures for teachers who do not meet requirements for participation in the Analysis of Student Work process. *</i>

*Teachers who do not meet with students for at least 180 minutes a week in a semester course or 90 minutes a week in a year-long course may participate in Analysis of Student Work, but are not required to do so. The school district may decide to have teachers who do not meet with students for the minimum instructional time participate in the process. If the teacher does not participate in Analysis of Student Work, the district must determine a way to calculate student growth for the sixth standard rating.

Which assessments must be administered?

Starting in 2014–15, the Department of Public Instruction will provide guidance on appropriate methods to gather and analyze evidence of student learning.

How will a teacher's individual growth value be calculated?

Arts Education content experts will analyze teacher submissions of student work in order to determine the teacher's sixth standard rating. The submissions must show evidence of growth in relation to identified Clarifying Objectives in the Essential Standards. The teacher will not receive a numerical growth value; rather, they will receive one of the three options for the sixth standard rating: "Does Not Meet Expected Growth," "Meets Expected Growth," or "Exceeds Expected Growth."

Some teachers who teach the Arts also teach courses or grades/subjects that have statewide assessments. If an Arts Education teacher has growth data from statewide assessments, the Analysis of Student Work process is optional.

Growth Data for Teachers of Academically or Intellectually Gifted (AIG) Students

For the purposes of educator effectiveness, teachers of AIG students fall into one of four categories:

1

For AIG educators who are solely responsible for AIG program implementation at a school(s) and who do not directly instruct students, there will be no sixth standard as part of the evaluation. These AIG educators usually oversee AIG student identification and placement process and provide school personnel with guidance and instructional support on how to best meet the needs of AIG learners. (*)

2

For AIG educators who are the teacher of record, who co-teach, or who have direct involvement in instruction in a classroom/subject where there is an End-of-Grade assessment, End-of-Course assessment, Career and Technical Education assessment, or NC Final Exam, growth values will be generated in the same manner as classroom teachers; the previous sections of this guide provide detailed information. The roster verification tool allows AIG educators to indicate when they have responsibility with other educators for instruction on a set of content standards. These AIG educators usually teach a class for a certain subject and set of standards or push-in and co-teach certain standard(s)/subject(s). In schools, this may be seen in pull-out or push-in settings.

3

For AIG educators who do not have direct involvement in teaching the Standard Course of Study but provide specialized services to support student growth, the Department of Public Instruction will provide guidance on best practices for ensuring that the educator's evaluation is fair and reflects the tasks to which they are assigned.(*)

M

For AIG educators who serve in multiple roles described above, the Department of Public Instruction will provide guidance on best practices for ensuring that the educator's evaluation is fair and reflects the variety of assignments to which they are assigned.(*)

Educators serving in multiple roles may not have Standard 6 ratings.

(*) The central office instructional staff evaluation instrument or the teacher-leader evaluation instrument currently under design are potential options for these educators.

Growth Data for Teachers of Advanced Placement and International Baccalaureate Courses

Advanced Placement and International Baccalaureate courses align with their appropriate set of standards. Teachers of these courses will participate in the Analysis of Student Work process.

Grades:	High School Advanced Placement or International Baccalaureate courses
Assessment Data:	No state program in place for 2013–14 Implementation planned for 2014–15
Calculating Growth:	Method 1 (Analysis of Student Work) <i>The Department of Public Instruction will pilot the Analysis of Student Work process with these Advanced Placement and International Baccalaureate teachers in 2013–14.</i>

Which assessments must be administered?

Starting in 2014 – 2015, the Department of Public Instruction will provide guidance on appropriate methods to gather and analyze evidence of student learning.

How will a teacher's individual growth value be calculated?

Content experts in these Advanced Placement and International Baccalaureate courses will analyze teacher submissions of student work in order to determine the teacher's sixth standard rating. The submissions must show evidence of growth in relation to identified standards. The teacher will not receive a numerical growth value; rather, they will receive one of the three options for the sixth standard rating: "Does Not Meet Expected Growth," "Meets Expected Growth," or "Exceeds Expected Growth."

Some teachers who teach Advanced Placement and/or International Baccalaureate courses also teach courses with statewide assessments. If an Advanced Placement and/or International Baccalaureate teacher has growth data from statewide assessments, the Analysis of Student Work process is optional.

Growth Data for Teachers of Exceptional Children (EC) Students

Previous sections of this guide detailed how individual growth values will be determined for educators who teach the Extended Content Standards or the Occupational Course of Study. For the purposes of educator effectiveness, other teachers of EC students fall into one of four categories:

1

For EC educators who are solely responsible for EC program implementation at a school(s) and who do not directly instruct students, there will be no sixth standard as part of the evaluation. These EC educators usually oversee EC student identification and placement process and provide school personnel with guidance and instructional support on how to best meet the needs of EC learners. (*)

2

For EC educators who are the teacher of record, who co-teach, or who have direct involvement in instruction in a classroom/subject where there is an End-of-Grade assessment, End-of-Course assessment, Career and Technical Education assessment, NC Final Exam, or the Analysis of Student Work process is used, growth values will be generated in the same manner as classroom teachers; the previous sections of this guide provide detailed information. The roster verification tool allows EC educators to indicate when they have responsibility with other educators for instruction on a set of content standards. These EC educators usually teach a class for a certain subject and set of standards or push-in and co-teach certain standard(s)/subject(s). In schools, this may be seen in pull-out or push-in settings.

3

For EC educators who do not have direct involvement in teaching the Standard Course of Study but provide specialized services to support student growth, the Department of Public Instruction will provide guidance on best practices for ensuring that the educator's evaluation is fair and reflects the tasks to which they are assigned.(*)

M

For EC educators who serve in multiple roles described above, the Department of Public Instruction will provide guidance on best practices for ensuring that the educator's evaluation is fair and reflects the variety of assignments to which they are assigned.(*)

Educators serving in multiple roles may not have Standard 6 ratings.

(*) The central office instructional staff evaluation instrument or the teacher-leader evaluation instrument currently under design are potential options for these educators.

Growth Data for English as a Second Language (ESL) Teachers

For the purposes of educator effectiveness, teachers of students who receive ESL services fall into one of two categories:

1

For ESL educators who do not have direct involvement in teaching the Standard Course of Study but provide specialized services to support student growth, the Department of Public Instruction will provide guidance on best practices for ensuring that the educator's evaluation is fair and reflects the tasks to which they are assigned.

2

For ESL educators who are the teacher of record, who co-teach, or who have direct responsibility for instruction in a classroom/subject where there is an End-of-Grade assessment, End-of-Course assessment, Career and Technical Education assessment, or NC Final Exam, growth values will be generated in the same manner as classroom teachers; the previous sections of this guide provide detailed information. The roster verification tool allows ESL educators to indicate when they have sole responsibility or when they share responsibility with other educators for instruction on a set of content standards. These ESL educators usually teach a class for a certain subject or push-in and co-teach certain standard(s)/subject(s).

Growth Data for Teachers in Alternative Learning Environments

For the purposes of educator effectiveness, teachers in alternative learning environments fall into one of two categories:

1

For educators in alternative learning environments who are the teacher of record, who co-teach, or who have direct responsibility for instruction in a classroom/subject where there is an End-of-Grade assessment, End-of-Course assessment, Career and Technical Education assessment, or Common Exam, growth values will be generated in the same manner as classroom teachers; the previous sections of this guide provide detailed information. The roster verification tool allows educators in alternative learning programs to indicate when they have sole responsibility or when they share responsibility with other educators for instruction on a set of content standards.

2

For educators in alternative learning environments who instruct students but either do not have enough instructional time with them to participate in roster verification or do not have student growth data on enough students, the Department of Public Instruction will provide districts and charter schools with guidance on best practices to ensure that the educators' evaluations are fair and reflect the work they do with students.

Growth Data for Teachers of Local Elective Courses

Districts and charter schools in North Carolina have the flexibility to offer local elective courses that meet the needs and interests of their students.

Grades:	All
Assessment Data:	Determined by school districts and charter schools
Calculating Growth:	Determined by school districts and charter schools

Which assessments must be administered?

School districts and charter schools determine which local assessments will be administered to students in local elective courses.

How will a teacher's individual growth value be calculated?

School districts and charter schools determine how growth will be calculated for teachers instructing standards from local elective courses. If a teacher has student growth data from another course through one of the methods described above, the sixth standard rating will be based on that course only.